

# Texas Education Agency

## Standard Application System (SAS)

### 2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;">           RECEIVED            TEXAS EDUCATION AGENCY            MARCH 29 PM 1:11            PLACE DATE STAMP HERE         </div>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">             Document Control Center, Division of Grants Administration              Texas Education Agency              1701 North Congress Ave              Austin, TX 78701-1494           </div>	
<b>Contact information:</b>	21stCentury@tea.texas.gov	

#### Schedule #1—General Information

##### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Crockett ISD	113901		
Vendor ID #	ESC Region #		DUNS #
	06		100074459
Mailing address		City	State    ZIP Code
1400 West Austin Street		Crockett	TX    75835-

##### Primary Contact

First name	M.I.	Last name	Title
Wendy		Tullos	Assistant Superintendent
Telephone #	Email address		FAX #
936-544-2125	Wendy.tullos@crockettisd.net		936-544-2709

##### Secondary Contact

First name	M.I.	Last name	Title
Toni		Nicol	Grant Coordinator
Telephone #	Email address		FAX #
936-852-5511	Toni.nicol@crockettisd.net		936-544-5856

##### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

##### Authorized Official:

First name	M.I.	Last name	Title
Terry		Myers	Superintendent
Telephone #	Email address		FAX #
936-544-2125	Terry.myers@crockettisd.net		936-544-5727
Signature (blue ink preferred)		Date signed	

  
 Only the legally responsible party may sign this application.

3/28/2016

701-16-102-125

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Overview of Community and Demographics.** Crockett ISD is a rural school in Crockett, TX, located in Houston County. Crockett, with a population of 6,812, was recently named (June 10, 2015) the "*Poorest Town in Texas*" with a median household income of \$23,110 compared to the state median household income of \$51,900. Crockett has a poverty rate of 25.9 percent. Crockett ISD students are plagued with risk factors. Some of those include: low educational status of adults, poverty rates, many parents commuting to urban areas for employment, lack of public transportation, and a lack of community social support services. Protective factors are also low. Factors such as self-esteem and positive relationships with adults were less likely to be self reported from CUSD students than the state average. As a rural community CUSD serves a predominantly at-risk student population, with 85.2% of the student population being served by free or reduced lunch. Poverty within the community is pervasive with rates more than double that of the State of Texas (US Census Bureau). Like many rural communities, high poverty is accompanied by limited employment opportunities and poor overall educational attainment with only 37% of females and 36% of males have obtained a high school diploma. In addition, only 15 percent of adults have a bachelor's degree or higher, versus 26.7 percent of adults statewide. Approximately 46.5% of students are considered high risk. All schools within the district are eligible for Title I and classified as high need. Only 17.6% of the students who attend Crockett ISD are White, 30% Hispanic and 51.7% African American.

**The Need for the Program.** A needs assessment was completed by a diverse group of school and community members, including parents. Specific needs addressing the Improving of Academic Performance included the district having two Focus schools – Elementary and High School; the district being previously labeled IR District; Reading below grade level; and achievement gaps and disparity between student achievement. Needs supporting Improving Promotion Rates was documented by SSI data indicating high retention rate for past 4 years. Improving Behavior of youth was evidenced as a need by the district's PBMAS Indicator Performance Level 3 requiring improvement plan with TEA because of Repeat Offenders to DAEP. Improving Graduation Rates/enrollment in postsecondary programs is documented through State index 4/Post-Secondary Readiness score of 64 – minimal and SAT(Crockett 1159- /Texas 1410) and ACT (Crockett 19.2/Texas 23) scores below state average.

**General Description of the Program.** The proposed Crockett ISD ACE project seeks to provide a comprehensive array of out of school time services to student and families at participating campuses. The services include academic support, enrichment, college and workforce readiness, and family engagement activities. Services will be provided before school, after school, and during the summer at Crockett Elementary School (Grades 1-5) and Crockett Junior High School (grades 6-12). Each center is anticipated to serve 125 youth. The students at these schools were identified as having high needs and low levels of academic achievement. Formal partners submitting this grant jointly are: Workforce Solutions, Houston County Juvenile Probation, Texas A&M AgriLife Extension Service (Houston County 4-H), the Messenger (local paper), Angelina College, and Head Start. Activities will be data driven and include campus level, student level and student voice data. The goals of the activities are to increase academic achievement, attendance, promotion rates, graduation rates, and decrease discipline referrals. Family engagement activities will be offered in a meaningful and purposeful manner.

**New and Expanded Services**

All before and after school programs are new to Crockett ISD. Family Engagement activities is greatly expanded and more focused than previous efforts in the district.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**New and Expanded Services**

All before and after school programs are new to Crockett ISD. Family Engagement activities is greatly expanded and more focused than previous efforts in the district. Providing engaging activities that are led by student voice and student needs will maximize participation and attendance. Enrichment activities such as technology class, photography, chess club, scrabble, etc. help students learn concepts that are transferable to the classroom in a way that is different from learning in the classroom, fun, and can enhance academic skills. In addition, recruitment and retention activities will be ongoing and include accountability standards that will be monitored and followed up on by program staff. Including college and workforce readiness skills assists students learning from industry based professionals and in making connections between what they are learning, why they are learning it, and how it applies to their hopes for the future makes learning personal to each student. Family activities will take place in a variety of venues. Some activities will take place on school campuses, others will occur at housing project community rooms, faith based family centers, or other public places. A variety of places will be chosen, depending on the activity, so that the needs of all parents will be met and that participation is not limited. Adult literacy classes will occur on a regular basis. Parents will have the opportunity to choose whether to participate in small group face to face instruction, or through technology based instruction. Workforce solutions will offer assistance in resume writing and interviewing skills at both their local offices and in the school. Family Fit Nights will occur in one of the campus gyms on a regular basis where students and families can enjoy learning and playing together in an effort to keep fit. Examples of classes are dancing, Zumba, basketball, volleyball, shuffleboard etc. Parent workshops will be held at various locations and will include a multitude of topics in addition to the Guiding Good Choices curriculum. Cooking classes, and planning nutritious meals will be sponsored by the local grocery store. Financial literacy will be offered at least once each semester. In addition, by implementing family engagement activities that assist parents in helping their child both academically and behaviorally increases the likelihood that students will feel education is important and thus increase their likelihood of success.

**Management and Budget Plan**

The management of the program will be led by the project director. She is responsible for monitoring activities, assuring fidelity to the program goals and activities, submitting periodic reports to TEA, collaborating with the evaluator, reviewing feedback on a regular basis and maintaining all documentation. Site coordinators will manage center activities, schedule and assign youth, collect and enter data into database, and maintain a collaborative working arrangement with school staff. The Academic Liaison will develop innovative and motivating lesson plans, support ACE instructors, and monitor implementation of lessons. The Family Engagement Specialist will develop, plan, and implement parenting programs in a meaningful and engaging way. The budget is maintained by the project director. It was developed using three sub-budget categories, Fixed Costs (not to exceed \$170,000), Center Costs (not to exceed \$80,000 per student), and Variable per student costs (Not to exceed \$1000/student).

**Evaluation**

An independent evaluator will be secured after funding of the grant. The primary purpose of the evaluation is to provide quantitative and qualitative analysis about the program and participants and to assess the relationship between outcomes and participation. All TEA and ACE guidelines will be adhered to during the evaluation process.

**Statutory and TEA Requirements**

All statutory and TEA requirements have been addressed and discussed fully in the application process, including eligibility for priority points in the grading process.

**Conclusion**

The program has the support of the local community partners and the governing board of Crockett ISD. Sustainability will be based on leveraging of funds, developing and strengthening partnerships, and community donations.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 113-901			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$307,550	\$0	\$307,550
Schedule #8	Professional and Contracted Services (6200)	6200	\$72,250	\$6,000	\$78,250
Schedule #9	Supplies and Materials (6300)	6300	\$96,000	\$0	\$96,000
Schedule #10	Other Operating Costs (6400)	6400	\$68,000	\$0	\$88,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$544,170	\$6,000	\$550,170
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$544,170</b>	<b>\$6,000</b>	<b>\$550,170</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$544,170
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$27,208.50

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 113-901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director (required)	1	0	\$60,000
5 Site coordinator (required)	2	0	\$90,000
6 Family engagement specialist (required)	1	0	\$39,000
7 Secretary/administrative assistant	0	0	
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
<b>Auxiliary</b>			
11 Counselor			\$
12 Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
<b>Other Employee Positions</b>			
19 Title Academic Liaison	1	0	\$50,000
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$239,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112	Substitute pay -		\$
24 6119	Professional staff extra-duty pay – Extra Duty pay for certified teachers to provide instruction and tutorials (\$25/hour x 1500 hours)		\$37,500
25 6121	Support staff extra-duty pay (\$15/hour x 200)		\$3,000
26 6140	Employee benefits (10%)		\$28,050
27 61XX	Tuition remission (IHEs only)		
28	Subtotal substitute, extra-duty, benefits costs		\$68,550
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$307,550</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 113-901		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Professional Development – Guiding Good Choices - Parenting	\$9,000
2	CHAMPS – Classroom Management Training to align with school day	\$7,500
3	Professional Development for Site Coordinators – Managing Staff, Parents, Volunteers and Students	\$7,500
4	Family Engagement Presenters	\$9,000
5	Prevention Science Services – Supporting prevention instruction for drugs, alcohol, and bullying – team building and parenting services	\$9,250
6	Evaluation Services	\$6,000
7	College and Career awareness instruction – provision of interactive and hands on instruction Evaluation Services	\$5,000
8	Science Enrichment Services – Robotics instruction, Engineering for Kids, Horticulture – provision of hands on interactive activities that reinforce school day concepts	\$7,500
9	Fine Arts Instruction – provision of hands on interactive activities	\$5,000
10	Physical Activity instruction such as martial arts, dance, cheerleading etc to learn ways to stay healthy and fit through the provision of hands on interactive instruction	\$7,500
11	Resiliency building and group counseling for problem behaviors to learn how to make healthy lifestyle choices that have positive consequences.	\$5,000
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$78,250
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		\$78,250

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 113-901		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$96,000
<b>Grand total:</b>		<b>\$96,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 113-901		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. Travel to BOOST, National Out of School Conference or other approved training.	\$12,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$6,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval: Includes regional and state required meeting for Texas ACE programs (mileage, hotel and per diem), mileage for ACE employees at state rate for program activities, bus transportation for students from program to home.	\$50,000
<b>Grand total:</b>		<b>\$68,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 113-901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 1289 for district

1070 being served

Category	Number	Percentage	Category	Percentage
African American	554	51.7%	Attendance rate	96%
Hispanic	321	30.1%	Annual dropout rate (Gr 9-12)	0.3%
White	189	17.6%	Students taking the ACT and/or SAT	52.4%
Asian	6	0.5%	Average SAT score (number value, not a percentage)	1159
Economically disadvantaged	912	85.23%	Average ACT score (number value, not a percentage)	19.2
Limited English proficient (LEP)	161	15.4%	Students classified as "at risk" per Texas Education Code §29.081(d)	55%
Disciplinary placements	66	0.6%		

**Comments**

Staff turnover rate at Crockett ISD is high every year. It is hard for the district to retain staff when the economic conditions of the community are such that the City of Crockett was named the Poorest Town in Texas in June 2015. Employment for a spouse within the immediate area is hard to come by. Housing is not readily available. In addition, the low salary schedule makes it hard to compete with other school districts.

In addition, the demographics of the student population and the teacher population are far apart. In fact, there are only 2 Hispanic teachers on the participating campuses, even though student Hispanic population is over 30%.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	22	23.2%	No degree	0	0%
Hispanic	2	2.1%	Bachelor's degree	77	79.9%
White	69	71.7%	Master's degree	19	19.8%
Asian	1	1%	Doctorate	0	0%
1-5 years exp.	23.5	24.2%	Avg. salary, 1-5 years exp.	\$35,588	N/A
6-10 years exp.	11	11.3%	Avg. salary, 6-10 years exp.	\$38,173	N/A
11-20 years exp.	30.5	31.3%	Avg. salary, 11-20 years exp.	\$46,013	N/A
Over 20 years exp.	21.4	22.0%	Avg. salary, over 20 years exp.	\$51,863	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	96	121	99	82	101	90	105	83	84	66	72	71	1070
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	0	0	96	121	99	82	101	90	105	83	84	66	72	71	1070

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD is a rural school in Crockett, TX, located in Houston County. Crockett, with a population of 6,812, was recently named (June 10, 2015) the "*Poorest Town in Texas*" with a median household income of \$23,110 compared to the state median household income of \$51,900. Crockett has a poverty rate of 25.9 percent. Crockett ISD students are plagued with risk factors. Some of those include: low educational status of adults, poverty rates, many parents commuting to urban areas for employment, lack of public transportation, and a lack of community social support services. Protective factors are also low. Factors such as self-esteem and positive relationships with adults were less likely to be self reported from CUSD students than the state average. As a rural community CUSD serves a predominantly at-risk student population, with 85.2% of the student population being served by free or reduced lunch. Poverty within the community is pervasive with rates more than double that of the State of Texas (US Census Bureau). Like many rural communities, high poverty is accompanied by limited employment opportunities and poor overall educational attainment with only 37% of females and 36% of males have obtained a high school diploma. In addition, only 15 percent of adults have a bachelor's degree or higher, versus 26.7 percent of adults statewide. Approximately 46.5% of students are considered high risk. All schools within the district are eligible for Title I and classified as high need. I

Crockett ISD conducted a comprehensive needs assessment prior to the planning process for the 21<sup>st</sup> CCLC grant. Input from parents, students, teachers, and administrators was gathered. Principals were consulted and discussed possible implementation methods, roles and responsibilities of all staff involved, explored the positive effects the program could have on their campus, and examined possible resources available. Specific needs of the district were evident in the review process, but a prioritization process was completed to determine a central focus. During the needs assessment, the committee was trained on how to align activities that meet specific needs of families and students, to identify barriers to participation, and to adjust activities when possible to overcome roadblocks. One example is meeting the needs of working parents. Parents who work during school hours sometimes feel removed from their student's experiences and are often labeled as not being "engaged". Research supports making purposeful efforts to include parents that work by varying activity times to hours before and after school. The proposed ACE program will accomplish this.

In comparison to statewide averages, academic achievement of Crockett ISD students is considerably lower. Findings in the district and campus improvement plans, needs assessment, and additional assessments required for the low performing schools (two Focus and one Priority) in the district, indicate that critical needs are present on each campus. The sheer enormity of the economic need in the district prevents the implementation of many student focused learning interventions. Priorities where the district has been working include preparing students for college and careers due to fewer than half (42%) of Crockett ISD students are prepared for college in both English and Mathematics. The vision and focus for Crockett ISD ACE program is based on increasing academic achievement, attendance, promotion rates, graduation rates/college and workforce readiness, decreasing disciplinary referrals. Specific academic focus will be based on individualized student needs but an overall focus will be rooted in increasing the literacy skills of every student and expanding student academic vocabulary. From the prioritized needs of the campuses, reading on grade level is perhaps the most important factor for future academic success. In addition, research has shown that children from impoverished homes enter school at a tremendous deficit in oral vocabulary that hinders their ability to comprehend written text. Increasing vocabulary is essential for literacy growth. Academic growth across multiple disciplines is important as well and each core area will have instructional support during the afterschool program.

The high rate of poverty for CUSD students makes Social Emotional Learning imperative. Non-academic skills that many children bring with them to school to often missing poor and at risk families. Many students need explicit instruction on some of the very basic routines and procedures. Enrichment activities of the ACE program will support teaching these skills in a fun, hands on, and interactive manner. Parental support is needed as well. It is not that Crockett ISD parents are unwilling to be engaged and active in their child's academic life, it is that they often do not feel competent and able. Opening the school to parents and delivering the support they need to be meaningful partner is necessary and the ACE program will facilitate this through the work of the Parent Engagement Specialist.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Improve Academic Performance</b> <ul style="list-style-type: none"> <li>2 Focus schools – Elementary and High School</li> <li>Previously labeled an IR District</li> <li>Reading below grade level</li> <li>Achievement gap and disparity between student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Align academically with the school day</li> <li>Maximize student participation and attendance</li> <li>adapt instruction to meet student needs</li> <li>assess performance/use results to improve program</li> <li>Tutorials for struggling students + Homework help</li> <li>Activities focused on inquiry/problem solving</li> <li>Integration of technology + Virtual Field Trips</li> <li>Research based literacy instruction</li> <li>Objective remediation to address specific needs</li> <li>Differentiated instruction-focus on academic vocabulary</li> <li>RTI Model Implementation</li> </ul>
2.	<b>Improve Promotion Rates</b> <ul style="list-style-type: none"> <li>SSI data indicates high retention rate for past 4 years</li> </ul>	<ul style="list-style-type: none"> <li>Tutorials for targeted needs+homework assistance</li> <li>Align ACE activities and tutorials with school curriculum</li> <li>Educate families on strategies for academic success</li> <li>Use hands on/participatory methods for tutorials</li> <li>Increasing reading levels of ACE participants</li> <li>Decrease of summer drift (loss of knowledge) by offering 6 weeks of summer programs</li> <li>Communicate w/school staff -students at risk for failure</li> <li>Identify specific learning needs of students and develop individualized plans based on data</li> </ul>
3.	<b>Improve Behavior</b> <ul style="list-style-type: none"> <li>PBMAS Indicator Performance Level 3 requiring improvement plan with TEA</li> <li>Indicator – Repeat Offenders to DAEP per data</li> </ul>	<ul style="list-style-type: none"> <li>Identify and target students at risk for DAEP placement</li> <li>Build character/leadership skills/Use PBIS framework</li> <li>Bullying prevention programs</li> <li>Conduct research based parenting programs (Raising Healthy Children) to develop parental skills</li> <li>Provide classes to address needs/reduce unwanted behaviors (alcohol/drug use, teen pregnancy, violence etc. that are linguistically and culturally appropriate</li> <li>Teach self-monitoring techniques to students</li> <li>Implement Social and Emotional Learning strategies</li> </ul>
4.	<b>Improve Attendance</b> <ul style="list-style-type: none"> <li>Although district attendance is currently in an acceptable range, academic growth is still lagging</li> <li>Enhanced support needed for attendance at afterschool to solidify academic language and vocabulary that will translate into school success</li> </ul>	<ul style="list-style-type: none"> <li>Individual and Group Competitions for attendance</li> <li>Student voice and choice in activities</li> <li>Home visits/Parent meetings/Communication</li> <li>Transportation</li> <li>Family Engagement Specialist monitoring attendance and completing home visits</li> </ul>
5.	<b>Improve Graduation Rates/enrollment in postsecondary programs</b> <ul style="list-style-type: none"> <li>State index 4/PostSecondary Readiness score of 64 – minimal</li> <li>SAT and ACT scores below state average</li> </ul>	<ul style="list-style-type: none"> <li>Develop a college bound culture/pathway for students</li> <li>Facilitate students ID goals + self monitoring progress</li> <li>Increase family involvement in graduation plans</li> <li>Provide access to career and college resources</li> <li>College visits/Vocational and motivational activities</li> <li>Use data to ID youth at risk of dropping out</li> </ul>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Project Director	Bachelor's degree field preferred. Experience in teaching, and/or supervising others; ability to work collaboratively; develop relationships with families, school personnel, and community stakeholders; fiscal management skills; strong time management and organizational skills; experience with at-risk youth/families; understanding of positive youth development practices; knowledge of computers/software; excellent written/oral communication skills, experience in data collection and reporting.
2	Site Coordinator	Bachelor's degree in education/bi-lingual preferred. Minimum of three years experience in education or youth services. Ability to maintain positive relationships with school staff, parents, and community. Experience in program management/supervision; ability to maintain discipline; motivate students, implement programs and curriculum with fidelity, communicate effectively with students and parents, collect data, and assist in reporting. High degree of computer knowledge proficiency.
3	Family Engagement Specialist	Bachelor's degree in education/bi-lingual preferred. Ability to build relationships with families, students, school personnel and community stakeholders. Ability to communicate well. Ability to speak to groups. Ability to make home visits and advocate for students and parents. Experience with positive youth development and parenting techniques. High level of computer skills needed. Works collaboratively and independently in developing culturally sensitive programs for families.
4	Academic Liaison	Bachelors degree and teaching certificate required. At least five years teaching experience. Work collaboratively with school staff/administration. Ability to disaggregate data and integrate teacher curriculum scope and sequence into afterschool academic lessons based on individualized student needs. Develop lessons that are engaging to students and are aligned with the school day instruction. Evaluate effectiveness of lessons and offer training on implementation to ACE staff.
5	Evaluator	Master's degree/PhD preferred. At least five years experience. Familiar with with ACE evaluations. Ability to design evaluation plan & data collection tools. Ability to apply analytical techniques and to deliver evaluation reports on time, and with sufficient detail to monitor and direct grant activities.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Increase student and family active participation and engagement in learning	1. Using innovative instructional techniques for academic and enrichment activities	9/1/2016	7/31/2017
		2. Use student voice/choice in designing activities	9/1/2016	7/31/2017
		3. Provide homework and academic assistance	9/1/2016	7/31/2017
		4. Teach parents how to help students	9/1/2016	7/31/2017
2	Increase student and family sense of involvement in school	1. Implement Guiding Good Choices	01/15/2017	7/31/2017
		2. Provide opportunities for celebration of successes	9/1/2016	7/31/2017
		3. Increase extracurricular opportunities	9/1/2016	7/31/2017
		4. Provide family nights at school	9/1/2016	7/31/2017
3	Increase use of assessment data to revise/evaluate student services	1. Conducting ongoing continuous student assessment	9/1/2016	7/31/2017
		2. Review feedback of program	9/1/2016	7/31/2017
		3. Conduct student surveys	9/1/2016	7/31/2017
		4. Provide evaluation data to evaluator	6/1/2017	7/31/2017
4	Increase implementation of strategies learned through training	1. Provide training opportunities for ACE staff	9/1/2016	7/31/2017
		2. Change methods of instruction	9/1/2016	7/31/2017
		3. Monitor instructional strategies and implementation	9/1/2016	7/31/2017
		4. Provide collaboration time	9/1/2016	7/31/2017

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Crockett ISD proposed afterschool program will use a variety of tools to conduct and document ongoing, internal monitoring of the ACE program. The **continuous improvement planning model** ensures that decisions are based on the needs of the community and are data based. The District/Campus Improvement Plans are developed/monitored by District/Campus committees consisting of administrators, teachers, staff, parents, and community members to support student achievement through the use of shared goals and objectives. After implementation of the ACE program, it will be included in the campus and district plans. However, even though the ACE program is not specifically mentioned in these plans, the data gathered from them has been used to guide the development of intentionally designed program elements that meet the needs of students and parents in the community. The ACE program will use the data collected through both **process and outcome evaluations to guide programmatic continuous improvement**. The program director will meet with staff monthly to discuss progress being made on the action plan of the program (guided by goals and objectives) and whether activities are having the intended impact and results. Observations made by program level staff during fidelity and implementation checks (completed at each center at least twice a month to monitor compliance with program guidelines etc) will also be addressed. When necessary, alternative methodologies will be explored to increase the effectiveness of strategies meeting program goals and objectives. Similarly, Site Coordinators will meet with their center's staff weekly to discuss program successes and challenges and to determine if any adjustments are necessary (note – staff members will monitor problems regularly and report them to site coordinator so that corrective action can take place immediately when necessary). Although feedback from data, evaluation reports, and staff experiences is valuable, feedback from students, parents, and other stakeholders is needed also. Surveys every six weeks will be administered to gather feedback from these entities. A dedicated email address will be implemented to receive feedback from all stakeholders, including staff, students, parents, and community members, on a continuous basis. All feedback will be reviewed at least monthly. In addition, public meetings will take place four times a year at Advisory committee meetings to solicit feedback during the planning process for the next quarter. Information concerning continuous improvement changes will be disseminated to administrative staff, teachers, students, parents, and members of the community through newsletters, articles in the newspaper, emails, and/or notices on the district's webpage. Meetings with school staff will take place on a continuous basis and information will be shared so that collaborative solutions are developed.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Crockett ISD, and the City of Crockett, have no afterschool learning opportunities available for students. However, it has long been the desire of the community to implement such a program. Local businesses and faith based agencies have vocalized their support of the proposed program and have agreed to partner with the school district in implementing the program and in collaborating in the development of sustaining the program. Multiple funding sources will be leveraged to maintain the program such as the commitment by the district to utilize local and federal Title I funds, non profit donations, volunteers, and in kind support. In addition, sustainability will be supported through the acquisition of non consumable materials and equipment that have an initial capital outlay but do not have to be replaced after funding ceasing. Long term support for the program will be built by: (1) designing program with community input; (2) utilizing members of the community in program activities to increase a sense of ownership; (3) being able to document measurable successes in academic improvement and student behavior; and (4) demonstrating evidence of impact and cost benefit to the community through evaluation.

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By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Participants compared with non participants for Academic Achievement	1.	Average grade in core classes
		2.	Percentage of participants reading at grade level
		3.	Percentage of participants passing state assessment
2.	Participants compared with non participants for Attendance	1.	Average number of absences
		2.	% of Truancy Cases filed
		3.	
3.	Participants compared with non participants for discipline	1.	Average number of disciplinary referrals
		2.	% of students assigned to DAEP
		3.	% of students assigned to ISS
4.	Family Engagement in student activities/school	1.	Number of parents attending parenting classes
		2.	Number of Parents participating in ACE activities
		3.	% of participating students who had a parent attend at least one event
5.	Student Voice in ACE activities	1.	% of students who completed feedback survey
		2.	# of student voiced activities that were implemented
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD will adhere to all requirements for program evaluation as outlined in the Blueprints for Texas ACE and use an independent evaluator. The evaluator will complete reports quarterly for review at community advisory meetings and an annual report. All goals, objectives, strategies and activities will be evaluated using a process and outcome evaluation process to allow for ongoing monitoring. Evaluation will use data collected through spreadsheet templates, surveys, feedback, district student data, and ACE online system. In addition to the quarterly evaluation reports, an annual evaluation will be used to make recommendations for enhancing/improving program activities. Data for activities offered, # of participants, attendance, enrollment, discipline, grades, and assessment scores that measure success during the regular school day will be collected by site coordinators from their campus PIEMS clerk. Site coordinators will enter data in the ACE Student Tracking System daily, and all data will be checked at the end of each week by the Program Director (PD) to make sure that it has been entered correctly and completely. The PD will summarize data and report the results monthly to staff/stakeholders. Classroom grades will be collected at each grading period, however, the Academic Liaison will be interacting with classroom teachers on a regular basis to keep informed and implement plans of action for struggling students. Grades, attendance at school and ACE, discipline referrals, any pre/post testing during activities, reading logs, student self made goals, and survey results will be summarized and analyzed for each student by Site Coordinators and PD. This report will be shared with parents every six weeks. Changes in student achievement, behaviors, and skill obtainment will be documented/reported. The effectiveness of program activities meeting the needs of students/families, as well as the levels of participation of students/families will be evaluated at least twice each semester. Age appropriate and linguistically/culturally sensitive surveys will be used to collect responses. Demographic and enrollment data will be monitored by the PD to ensure that at risk students have adequate support and resources. Supervisory staff will be trained on program fidelity and on giving reflective feedback to instructors on a regular basis. Family Engagement activity data will be collected by the Family Engagement Specialist. Attendance, as well as survey satisfaction data will be collected and logged. Problems with program delivery will be identified through continuous staff feedback, observations of program activities for fidelity, a review of data collected, and surveys. As problems are noted, a collaborative method of collecting ideas from multiple stakeholders or staff will be used to determine the best course of corrective action. Some items are simple adjustments. Other problems in program delivery might need more corrective action. This will allow for the improvement and strengthening of the program. Continuous improvement changes will be disseminated to stakeholders through newsletters, the newspaper, emails, and/or notices on the district's webpage.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Crockett ISD ACE program will provide quality extended day and summer programs in a safe facility. Priority will be given to students who are in need of academic assistance, not meeting standards of state STAAR assessment, having a low socioeconomic status, having English language acquisition needs, having behavioral problems that need to be addressed, or having low attendance rates. Activities will be offered at each center three hours each day, Monday – Thursday for 12 hours per week for 29 weeks during the school year, and for four hours each day, Monday – Thursday for 16 hours per week for 6 weeks during the summer. Nutritious snacks will be provided. Activities will be based on the core 21<sup>st</sup> CCLC component areas and the campus needs assessments. A leveraging of resources with community partners will assist in providing a high quality program. All activities, 45-60 minute blocks of time, will be focused on individual student needs and will supplement school-day academic content that will accelerate learning. Programming will include academic support, enrichment activities, college and workforce readiness, and family engagement. Academic support will consist of activities to improve student achievement by providing homework assistance and tutoring using experiential teaching strategies that incorporate TEKS standards and the district's scope and sequence for curriculum to ensure that assistance is aligned with the school-day lessons. Enrichment activities will include fine arts, technology, health and fitness, educational games, prevention of risky behavior activities, youth leadership, team building and character education. These activities will enhance and enrich classroom experiences and promote social emotional learning. College and workforce readiness will include targeted experiences to promote graduation from high school/college, discussions of careers and educational requirements, visits to nearby universities, and multiple presentations from community leaders and businesses. Family Engagement activities will promote parenting classes to increase bonding with children and between the family and the schools. Sessions with parents will be offered in adult literacy, technology, assisting students with homework, organizing family meetings, instituting healthy beliefs and clear standards in the home, and health/fitness/nutrition. At least once every month a planned activity for parents and students will take place to increase involvement and support. The Crockett ISD needs assessment noted a lack of transportation as a barrier for participation. To meet the needs of families and to make sure that all students are transported from the ACE centers to their home, school bus transportation home will be an option provided. At registration, parents will have the option of indicating bus transportation or student pick up. Student pick up will include a sign out procedure to a responsible adult that has been designated by the parent for the child's safety.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD will use a multitude of varying methods to disseminate information about the 21<sup>st</sup> CCLC project. Information will be disseminated concerning the program through beginning of the year packets sent to parents on each campus, through newsletters, notices on the website and the local newspaper, presentations at local civic and faith based organizations, public meetings, public service announcements, announcements at sporting events, open houses and PTA meetings, flyers in community businesses, and through social media. This information will include the location of each center, days and hours of operation, activities and services provided, and information of registration. Additional information will be provided periodically on continuing activities and evaluation results in the same manner. Information will be translated into both English and Spanish. In addition, graphic depictions used on materials will be culturally, as well as linguistically, sensitive in assuring that all populations are portrayed and portrayed in a positive manner. The adult education level is diverse throughout the community. All materials will be written at approximately a 5<sup>th</sup> grade reading level to facilitate understanding by a majority of families. This is especially important when communicating the findings of the program. Information will be tailored to specific groups (teachers, administrators, parents, students, community etc) according to "why they care" about the program and targeted to the means of communication they are most comfortable with. In addition, showcase events such as "Meet the Author", "Talent Show", and "Are you Smarter than a 5<sup>th</sup> Grader" will also disseminate successes of the program to the community, through the words of the students themselves.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research based best practices suggest that to improve campus and student academic achievement, as well as overall student success, program activities should be aligned with the school day curriculum and state standards, maximize participation/attendance, meet individual and small group needs, provide engaging experiences, and assess performance to improve program. Activities will be designed to meet the individual needs of students and to be aligned with the school day curriculum and state standards by consistently using data from the campus needs assessments and student surveys. Site coordinators will collaborate with the academic liaison, parent engagement specialist, and project director to review data on a continuous basis and design activities that are engaging, experiential, project based, and meet the needs and desires of the students. Activities will be adjusted as the needs of students change. Students who are struggling academically will be given more assistance with homework and tutoring, whereas students who are meeting expectations during the school-day will participate in more academic enrichment activities. The academic liaison, through continual communication with school-day teachers, will assist in developing lessons and activities and will also evaluate their effectiveness by monitoring implementation of lessons and student progress. Providing engaging activities that are led by student voice and student needs will maximize participation and attendance. Enrichment activities such as technology class, photography, chess club, scrabble, etc. help students learn concepts that are transferable to the classroom in a way that is different from learning in the classroom, fun, and can enhance academic skills. In addition, recruitment and retention activities will be ongoing and include accountability standards that will be monitored and followed up on by program staff. Including college and workforce readiness skills assists students learning from industry based professionals and in making connections between what they are learning, why they are learning it, and how it applies to their hopes for the future makes learning personal to each student. In addition, by implementing family engagement activities that assist parents in helping their child both academically and behaviorally increases the likelihood that students will feel education is important and thus increase their likelihood of success.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD conducted a comprehensive needs assessment prior to the planning process for the 21<sup>st</sup> CCLC grant. Input from parents, students, teachers, and administrators was gathered. Principals were consulted and discussed possible implementation methods, roles and responsibilities of all staff involved, explored the positive effects the program could have on their campus, and examined possible resources available. A great deal of time was spent exploring how to leverage resources, while supplementing (avoiding duplication of services) and coordinating services, and not supplanting current funding. A cost sharing allocation will be implemented when necessary. Crockett ISD has the following federal funds available to be used in leveraging services: Title I, Title II, IDEA B, Title III, Rural and Low Income, Focus School Funding, Elementary and Secondary Counseling Grant, and the Carol M. White Physical Education Program Grant. Professional Development costs allocated by the district will be extended for ACE personnel as well. For the August pre-service and PD days during the school year, ACE personnel will be able to attend training sessions. This is vital for program coordination so that school day and afterschool activities can be better aligned. School services for homeless, migrant, and ESL students will be used to assist the ACE families. Special Education students that need accommodations or specialized equipment for participation in afterschool activities will be provided for through campus budget. Nutritious snacks will be provided for students through food services. Equipment purchased under the PEP grant will be available for use in afterschool program. Partnering entities will also be used in leveraging funds and program coordination. Presentations offered by local businesses will be donated, as will information and presentations concerning college attendance, scholarships, and college entrance exams. Some services supplied to parents and students through Workforce Solutions will be available at the centers to ease accessibility. In addition, use of facilities, financial services, custodial assistance, internet, and copy machines will all be available for use in program coordination.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Crockett ISD proposed ACE program's activities will meet the measures of effectiveness described in the authorizing statute by assuring that all proposed activities are (1) based on an objective set of measures designed to increase high-quality academic enrichment opportunities; (2) evidenced-based; and (3) include a plan to collect data for continuous improvement and local evaluation. The design of the program and activities are based on positive youth development, social emotional learning, prevention science, achieving academic growth, and out of school learning. Objective measures designed to increase academic enrichment opportunities include the analysis of Campus Data from the School Report Card, Campus Improvement Plan, Campus Disciplinary Report, Attendance Reports, local data reports and Graduation Reports; targeted students needs assessed through collaboration with school day staff; and student and family voice/choice through surveys, observations and comments. Student report card data will be collected and entered each six weeks, benchmark results at least two times each school year, and reading levels assessed at least three times each school year. Additional measures include the number and percentage of students not meeting the passing requirements of STAAR, the number and percentage of students being retained, and the district's graduation rate. Other measures used to increase academic enrichment opportunities will include pre and post knowledge checks of character education and prevention of risky behaviors activities, student surveys of opportunities offered, attendance rates, and discipline referrals. Student voice/choice will be accessed through the use of surveys to indicate activities in each of the four areas of Academic Assistance, Enrichment, Family and Parental Support Services, and College and Workforce Readiness that students are interested in as well as learning preferences they desire. Coffield, Moseley, Hall, and Ecclestone (2004) found that when looking at PK-16 education that the effective use of learning styles for instruction across the three main groupings of visual, auditory, and tactile/kinesthetic produced better results throughout preK-12 public to the undergraduate degree. The Blueprint for Texas ACE will be used as a guide for assuring that activities are aligned with school day curriculum and state standards. Diedrich, McElvain, and Kaufman (2005) found that Afterschool programs are a proven way to reach the neediest students in meaningful ways while considering their varied backgrounds and cultures. They claim the program help provide additional support to struggling learners, reduce drug use, and prevent violence and youth crime. Poe (2010) found that family involvement in afterschool programs yields benefits for youth, from greater involvement in school events to increased family assistance with homework. The inclusion of the families in the afterschool programs brought an understanding between the home and school that greatly benefited the students and helped form relationships. From a report by the San Diego Office of Education (2004) on closing achievement gaps among sub-groups of students, it was found that extending the learning time for students help in closing the objectively measured academic performance among sub-groups of students.

The Crockett ISD ACE program proposed has developed a methodology for the collection of data to be used in a continuous improvement process as well as in a local program evaluation. Site coordinators will be responsible for collecting and recording data into an electronic database. Attendance, activities participated in, and family engagement activities will be recorded daily and monitored by the program director weekly. Campus level data such as report card grades, attendance, and discipline referrals, as well as student surveys, will be collected and entered each six weeks. Data such as pre/post knowledge checks, passing STAAR, retention in same grade, benchmarks, and graduation rates will be collected and entered within thirty days of occurrence. Additional data from parent surveys, community surveys, teacher surveys, public comments, observations, and fidelity checks will be entered as collected. Collected data will be reviewed by site level personnel on a weekly basis for use in making adjustments to program implementation for continuous improvement. Evaluation level data review will take place at least three times each year. The evaluation design will include both qualitative and quantitative data in the analysis. The first report will focus on Implementation Practices and School Program Alignment. The second report will focus on Outputs: Activities and Participation. The final report is a comprehensive review of all data, including a comparison between program participants with students who attend the same campus and are non participants. All local program evaluation reports will provide a program description and student outcome data that demonstrates accountability and can inform program improvement decisions.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**X Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

**Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Crockett ISD is located in a rural community and as such few organizations are available for which they may partner with for program implementation. However, the 21<sup>st</sup> CCLC grant is important to not only Crockett ISD but the community, and as such, the partners in existence are committed. Formal partnerships that are supporting the joint application for a 21<sup>st</sup> CCLC with Crockett ISD includes Workforce Solutions, Houston County Juvenile Probation, Texas A&M AgriLife Extension Service (Houston County 4-H), the Messenger (local paper), Angelina College, and Head Start.

Workforce Solutions will provide workforce development opportunities for students and parents that includes resume writing and interviewing skills. Karen LeCompte, from Baylor University has agree to partner with the district in the implementation of the ACE program by donating professional development and curriculum development for innovative and engaging learning strategies. The ability to have all ACE personnel instructed, assisted, and supported in this manner helos with sustainability of the program and helps to reach outcomes with a high degree of impact. Houston County Juvenile Probation will provide prevention programs, supervision for service learning projects, and assist with parental engagement activities. The Texas A&M AgriLife Extension Service (Houston County 4-H) will promote positive youth development by offering support for enrichment programs in photography, gardening, nutrition, cooking, health, and technology. The long standing relationship that the The Texas A&M AgriLife Etension Service has with the community and the youth will promote the program and give credibility to data and analysis of results. The local paper, The Messenger, will support the program with periodic articles and promotion of program activities. This partnership enables the dissemination of information to be more broadbased and increases public awareness. Head Start is a partner with the district who assist in educating early childhood children with an emphasis on both academics and social emotional learning. Finally, Angelina College has a formal Memorandum of Understanding with Crockett ISD that enables students to receive instruction on certification for becoming a Certified Nurse Assistant (A certified nursing assistant, or CNA, helps patients or clients with healthcare needs under the supervision of a Registered Nurse (RN) or a Licensed Practical Nurse (LPN).) or a Phlebotomist (someone who draws blood from patients and takes the blood specimens to the laboratory to prepare for testing.

Representatives of each partnering agency has agreed to serve on the Community Advisory Committee that will provide leadership and feedback for the program. The Community Advisory Committee will meet on a regular basis and will serve as ambassadors in the community to disseminate information on program successes and evaluation findings. Partners will connect the Crockett ISD ACE program with the community and the resources that they have access to. This includes business presentations, college entrance presentations, virtual field trips, mentoring, skills building, and service learning projects.

Other project partners include Texas A&M University College of Education, Baylor University, Boy Scouts, and Girl Scouts.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD proposes to implement the ACE program at three schools within the district: Crockett High School, Crockett JR High, and Crockett Elementary School. Each center will provide services that include academic assistance, enrichment, college and workforce readiness and family and parental support. The need for services was documented in a comprehensive needs assessment conducted by the district and the community. Additional data was collected from parents and students through focus groups and surveys. The needs identified include: low academic achievement, high truancy, retention and drop out rates, low percentage of graduating students applying for and attending college, and low parental involvement.

Low academic achievement will be addressed by align ACE program academically with the school day, maximize student participation and attendance to increase the impact of assistance, adapt instruction to meet student needs, provide engaging learning experiences to increase involvement, assess performance regularly and use results to improve program quality, focus tutorials for struggling students to have the biggest impact, allow time and assistance for homework help to prevent students from falling behind, base activities focused on inquiry/problem solving to increase student interest, integrate technology due to limited access to technology at home, use research based literacy instruction to promote advancement, differentiated instruction with focused academic vocabulary to increase student ability to transfer learning, and use RTI Model Implementation to best meet the needs of students. Resources available to address these services and gaps in achievement include: ACE staff, certified teachers in school day program, access to technology and internet capabilities, library on campus, resource materials, and district curriculum.

To improve attendance the ACE program will: use of health, nutrition, and physical activity instruction to increase wellness of students, as research has indicated the more fit and healthy a child is the lower absenteeism, institute individual and group competitions for attendance to engage students, communication with parents, make home visits, and have parent meetings to discuss root causes of absenteeism, increase student voice and choice in activities to increase motivation, and provide transportation home from activities to mitigate barriers. Resources available to address these services and gaps include physical education and nutrition equipment/curriculum from Carol M. White Physical Education Grant, Family Engagement Specialist (provided through grant), ACE staff, and school district bus transportation services. To improve behavior the ACE program will: identify and target students at risk for DAEP placement to initiate early interventions, build character and leadership skills to increase pro social behaviors, implement bullying prevention programs to prevent a multitude of behavior problems, conduct research based parenting programs (Raising Healthy Children) to develop parental skills in teaching and monitoring behaviors, provide identified classes to address needs and reduce unwanted behaviors such as alcohol and drug use, teen pregnancy, violence etc. that are linguistically and culturally appropriate, teach self-monitoring techniques to students so that they can regulate their own behavior. The resources available to implement the above strategies include: ACE staff, resources from the Elementary and Secondary School Counseling Grant on prevention programs and anti bullying programs, and certified instructions for the Raising Healthy Children program.

To improve promotion rates and graduate rates the ACE program will: provide assistance to students in completing homework and tutorials for targeted needs, align ACE program activities and tutorials with school curriculum, educate families on content and strategies for academic success, use hands on and participatory methods for tutorials that are engaging, increasing reading levels of ACE participants, decrease of summer drift (loss of knowledge) by offering 6 weeks of summer programs, communicate with school staff concerning students at risk for failure, identify specific learning needs of students and develop individualized plans based on data, develop a college bound culture and pathway for students, increase family involvement in the development of personal graduation plans, provide access to career and college resources and counseling, and use data to identify youth at risk of dropping out and encourage participation. Resources available include: ACE staff, school day staff, access to technology, and family support.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD has experience implementing and managing grant programs that provide educational support to enhance academic performance, promote college and workforce readiness, and increase the protective factors involved with positive youth development. That experience includes the implementation of multiple state and federal grant programs with high degrees of fidelity such as Rural Technology, Innovative Approaches to Literacy, Carol M. White Physical Education Program, Elementary and Secondary Counseling Program, and others. Although Crockett ISD has never implemented a 21<sup>st</sup> CCLC grant previous to this application, it is well equipped to design and implement this program to meet the needs of the community.

Crockett ISD intends to use intentionally designed activities that meet the needs of individual students in its ACE program. The activities will be implemented after careful review of data and will include student voice/choice. The academic support programs will be aligned with the school day curriculum and will focus on the TEKS. In researching evidenced based programs, Crockett ISD determined that a good fit for the community was the Raising Healthy Children/Guiding Good Choices program – formerly known as the Seattle Social Development Project - (a highly effective practice as indicated on the Blueprints list and SAMHSA lists of evidenced based programs). One of the most cited positive youth development models is the Seattle Social Development Project developed by Dr. J. David Hawkins and Dr. Richard F. Catalano, professors of social work at the University of Washington and directors of the Social Development Research Group (SDRG). Although the original research was based in criminological theory with the intent to change juvenile behaviors of delinquency and substance abuse, further research has shown evidence that the same principles involved in changing youth behaviors concerning risky activities also has had additional positive attributes including higher degree of academic achievement, lower absenteeism from school, lower discipline referrals, higher graduation rates, higher percentage of youth attending college, and more parental involvement with student and school activities (Hawkins, 2012). The parenting program: Guiding Good Choices (GGC) is a positive youth development program initially used for drug prevention that provides parents of children with the knowledge and skills needed to guide their children through adolescence. It seeks to strengthen and clarify family expectations for behavior, enhance the conditions that promote bonding within the family, and teach skills that allow children to resist drugs use successfully. GGC is based on research that shows consistent, positive parental involvement is important to helping children resist substance use and other antisocial behaviors. The intervention is five sessions in length that addresses setting clear family expectations regarding risky/unhealthy behaviors, avoiding trouble, managing family conflict and strengthening family bonds. Sessions are interactive and skill based with opportunities for parents to practice new skills and receive feedback. The program also is in Spanish to address linguistic needs of community.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD will use volunteers in activities at the ACE program centers. The use of volunteers contributes to a cost effective program and helps establish a base for sustainability after funding ceases. In addition, the use of volunteers assists in maintaining a low student to adult ratio. Volunteers will be recruited and encouraged through civic groups, faith based organizations, and public call for volunteers. All volunteers will have a criminal background check and be trained before having contact with students. All volunteers will be trained to provide small group tutoring and homework assistance and provide support to paid staff. Additional use of volunteers will be dependent on their interests and strengths. Additional training in program goals, policies and procedures, school rules, conflict management, and boundaries of building relationships with youth will be provided. Volunteers will be monitored and evaluated based on their performance and interaction with the students. Volunteers will not be responsible for managing youth behavior. Senior volunteers are especially helpful in that they add a depth of knowledge and wisdom to the interactions with students. Seniors from the retired teacher association will be especially targeted as volunteers, as well as seniors who represent a wide range of career fields and those who have attended various difference colleges and universities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**X Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist efforts to sustain the program. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Crockett ISD's preliminary plan for continuing after funding ends includes a combination of leveraging district federal and local funds, utilizing community support, and seeking alternative funding streams (grants and fundraising events). The Community Advisory Committee will be the first level of community support and they will be tasked with implementing a communication plan that accurately and persuasively disseminated information while making a case for continued services. This outreach is the first step in community ownership of the program and sustainability. The next phase of sustainability will be an examination of the data as evidence for the administration and school board on program impact. Although broad based evaluation is sufficient for most cases, in order to determine prioritization for high impact program components, a more detailed analysis will be needed. Each program component will need to be examined as a stand alone element. The cost verses the actual impact on student achievement will need to be measured so that a priority list of high impact/low cost elements can be preserved for sustainability. Note: some elements such as tutoring and homework assistance meet a district goal for academic achievement that may allow for a higher cost to impact ratio for sustainment. After the priority list is accomplished, funding sources for specific elements will be assigned, such as Title I funds for tutoring and Rural and Low Income Funds for summer programs. This initial sustainability plan will be reviewed and revised throughout the life of the program by ACE staff, district administrators, parents, and the community advisory committee. **Annual Timeline of working towards sustainability plan:**

- Year 1
  - Build a strong Community Advisory Committee
  - Develop a communication plan built on community outreach
  - Plan intentional activities that support academic growth
  - Evaluate program activities and refine activities to increase impact and lower costs
- Year 2
  - Continue building capacity of Community Advisory Committee
  - Increase student and family voice by implementing more opportunities to be heard
  - Plan intentional activities that support academics & college/workforce readiness
  - Evaluate program activities and refine activities to increase impact and lower costs
- Year 3
  - Continue building capacity of Community Advisory Committee
  - Involve community partners more in researching best practices and alternative funding sources
  - Sustain student, family, and community voice by implementing opportunities
  - Plan intentional activities that support academics and college/workforce readiness
  - Evaluate program activities and refine activities to increase impact and lower costs
- Year 4
  - Continue building capacity of Community Advisory Committee
  - Involve community partners in researching best practices and alternative funding sources
  - Sustain student, family, and community voice by implementing opportunities
  - Plan intentional activities that support academics and college/workforce readiness
  - Evaluate program activities and refine activities to increase impact and lower costs
  - Solidify correlations between ACE activities and academic achievement
- Year 5
  - Involve community partners in seeking alternative funding sources
  - Sustain student, family, and community voice by implementing opportunities
  - Plan intentional activities that support academics and college/workforce readiness
  - Evaluate program activities and refine activities to increase impact and lower costs
  - Solidify correlations between ACE activities and academic achievement
  - Prioritize high impact/low cost activities & Make recommendations for leveraging funding

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD has based its program on a comprehensive needs assessment and input from multiple stakeholders in the community. The Crockett ISD ACE program will seek continuous feedback and involvement from the community. The community will have opportunities to express feedback concerning the program in multiple ways: through a dedicated email account, through community surveys, by contacting a member of the Community Advisory Committee, through public presentation/forums and focus groups. School day staff and ACE program staff will have all of the methods mentioned above to participate in feedback in addition to weekly staff meetings and continuous collaboration between school day and ACE staff. All feedback will be entered into database and transmitted to evaluator and Community Advisory Committee for review. Program staff will review all feedback no later than once a month for refinement and continuous improvement of activities and program components.

The process for creating and engaging a community advisory committee begins with a division between program staff and actual members. Members will initially be recruited by staff and partnering organizations. Each partnering organization will be invited to place one or two members on the Community Advisory Board. In addition, Crockett ISD will include one central office administrator, one campus administrator per center, and one technology person. These individuals from the school are needed on the committee in order to answer questions that may arise with programming or evaluation. Each center will also include at least two parents and two children (from different families) on the Community Advisory Committee. Other sectors of the community invited to serve on the committee will include local business, media, an elected government official, law enforcement, faith based, and civic organization. Purposeful intent will be used to select members of the Community Advisory Committee that represent all ethnic populations, age ranges, socioeconomic classes, and business affiliates so that the membership will "look like" the community at large. Members will serve three year terms. A third of the membership will be renewed each year. At the initial meeting, members will randomly draw numbers assigning them to a one, two or three year term. In all subsequent years, members will have three year terms. Members are eligible for reelection. At the initial meeting and annually thereafter, members will elect a chair, vice chair, and secretary. Sub committee chairpersons and members will be determined as the need arises.

Duties and responsibilities for Community Advisory Committee members include attending regularly scheduled meetings, participating in capacity building training, increasing program awareness, evaluating program effectiveness, and developing an annual program and sustainability plan. The Community Advisory Committee will increase program awareness by giving local presentations to civic and faith based groups, writing articles for the newspaper, posting successes and challenges on social media, and expressing support for the program on a regular basis at community events. The Community Advisory Committee will evaluate program effective by reviewing feedback from students, staff, and community members, and receiving information on program impact and effectiveness from the independent evaluator. The development of an annual plan and sustainability plan, as well as an annual review of the plans takes place each year. Research on best practices, evidenced based programs, and potential fund-raisers or funding opportunities will also be required.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD will manage the various components of the grant utilizing an in depth Action/Work Plan that identifies each goal, objective, activity, and task. In addition the Action/Work Plan will identify who is responsible for completing the task, by what date, and identifying how it will be documented as completed/what instrument is used to measure completion.

The Action/Work Plan will use the format as indicated below.

Goal 1:				
Objective 1.1	Activity 1.1.1 Task 1.1.1a Task 1.1.1b Activity 1.1.2 Task 1.1.2a Task 1.1.2b	How measured	Who is Responsible	Date

This documentation will be ongoing and used to conduct internal monitoring of all program services. The Action/Work Plan will be reviewed by the project director at least monthly and updated as needed. At the beginning of the year the project director will meet with site coordinators, academic liaison, and family engagement specialist to set goals and objectives for program operations, communication, curriculum alignment, instruction, and program evaluation. Goals and objectives will be reviewed by the project director and staff at least quarterly, and changes made as needed. The project director and academic liaison will visit the centers on a regular basis to record observational and fidelity to the program data. Recommendations for improvement will be given to the site coordinators for implementation. Observations include compliance with operational functions such as student to adult ratio, attendance tracking, signing in and out of students, managing student behavior, transition between classes, fidelity to the lesson plans. The academic liaison will be responsible for ongoing feedback with ACE instructors concerning quality of instruction and engagement strategies used in teaching. Each site will have at least one master instructor (a certified teacher) who will give continuous support and feedback to instructors at their center when the academic liaison is not present or available.

Ongoing, and consistent professional development is considered best practice in implementing afterschool programs. A professional Learning Communities (PLC) model will be used at the site and district level. Monthly staff meetings will be used to implement professional development and staff training. A train the trainer model is used whenever possible to keep costs down and support program sustainability. Required training for local staff through the state ACE office will be attended, and additional state and national conference attendance will have representatives from the staff sent. Knowledge gained at these conferences and training sessions will be shared with the entire staff upon return to the district. All instructors for the afterschool program are required to attend at least 50 hours of training per year. Training is calculated as pre-service hours in conjunction with school day staff, webinars, local staff training, book studies, curriculum and instructional training for specific programs, technology training, and attendance at regional, state and national events.

Communication among staff will be facilitated by email, face to face meetings, and a Google doc message center that will be updated daily by the site coordinators, family engagement specialist, academic liaison, and project director. All staff are free to post messages, questions and answers, comments, or success stories on this document as it is closed to outside viewers.

The project director will communicate at least twice a month to Community Advisory Committee members and to school/district administration. All dedicated email feedback from the community will be responded to by the project director (or their designee) within 2 business days.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 1****Center Name:**

Crockett Elementary School

**9 digit campus ID#**

113901102

**Distance to Fiscal Agent (Miles)**

0.1 miles

**Grade Levels to be served (PK-12)**

1-5

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

125

**Number of Adults (parent/ legal guardians only) to be served:**

60

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Crockett Elementary				
9 digit Campus ID #	113901102			
District Name (if different)				
Distance to Center	0 MILES			

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 2****Center Name:**

Crockett JR High

**9 digit campus ID#**

113901002

**Distance to Fiscal Agent (Miles)**

0.1 miles

**Grade Levels to be served (PK-12)**

6-12

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

125

**Number of Adults (parent/ legal guardians only) to be served:**

50

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Crockett JR High School		Crockett High School		
9 digit Campus ID #	113901002	113901002		
District Name (if different)				
Distance to Center	0 miles	0.1 miles		

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

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Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 3****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 4****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 5****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 6****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 7****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 8****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 113-901					Amendment # (for amendments only):				
<b>TEA Program Requirement 3: Center Operation Requirements</b>									
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.									
<b>Center Number: 9</b>		<b>Center Name:</b>							
<b>9 digit campus ID#</b>					<b>Distance to Fiscal Agent (Miles)</b>				
<b>Grade Levels to be served (PK-12)</b>									
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.									
								<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>									
<b>Number of Adults (parent/ legal guardians only) to be served:</b>									
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.									
<b>Campus Name</b>		<b>Feeder School #1</b>		<b>Feeder School #2</b>		<b>Feeder School #3</b>		<b>Feeder School #4</b>	
<b>9 digit Campus ID #</b>									
<b>District Name (if different)</b>									
<b>Distance to Center</b>									
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.									
<b>Center Number: 10</b>		<b>Center Name:</b>							
<b>9 digit campus ID#</b>					<b>Distance to Fiscal Agent (Miles)</b>				
<b>Grade Levels to be served (PK-12)</b>									
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.									
								<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>									
<b>Number of Adults (parent/ legal guardians only) to be served:</b>									
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.									
<b>Campus Name</b>		<b>Feeder School #1</b>		<b>Feeder School #2</b>		<b>Feeder School #3</b>		<b>Feeder School #4</b>	
<b>9 digit Campus ID #</b>									
<b>District Name (if different)</b>									
<b>Distance to Center</b>									

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only.

All campuses being served by the ACE program at Crockett ISD are Title I School-wide campuses. The ACE program will primarily target Tier II and Tier III at risk low performing students. The goal of the program is to serve approximately 20% of the student population or 125 students at each center. The factors used in determining students to be served included 85% of economically disadvantaged students, 55% of at-risk students (determined using multiple indicators which signal a risk for academic failure or dropping out of school) and enrollment at each of the participating campuses. Students will be identified for participation in waves. The first wave of students to be invited to participate in the ACE program will be students recommended by campus teachers and administrators who (1) are failing to achieve academically in one or more core content areas; (2) who have not met the standards for passing the state STAAR assessment; (3) who are reading significantly below grade level; and (4) have been retained in one or more grades. These students will be ranked in priority need order in collaboration with campus and district staff. All parents on the list will be invited to an orientation meeting and given an opportunity to secure a space in the ACE program for their child. Successfully marketing the program will enable parents to understand the academic, vocational and social benefits of the program. Creating and implementing programs that are educational and FUN; different from the school day, but supporting the curriculum content of the school day; will increase student and parent commitment to the ACE program. Allowing students to have a voice and choice in activities, alongside of increased academic support is highly motivating to students. A second wave of students for participation in the ACE program will be self-identified from parent referrals to fill all remaining spots. Information will be given to parents in start of the year packets. A table will be set up on campuses during open house and meet the teacher nights to communicate with parents and students about the ACE program. Parent referral is essentially an open enrollment process. Spaces will be filled on a first come, first served basis. If more students commit to the ACE program than allotted funding will allow to be served effectively, then a waiting list will be started. Students who are on the waiting list will fill spots of students who do not attend on a regular basis. Student enrollment will be capped at 120% of the fundable allotment. Leveraging funds from other areas, including Title I, Rural and Low Income, compensatory funds and community donations may enable the program to serve additional students.

Retention of students is sometimes as hard or harder than recruitment. Again, innovative and creative programming of intentional activities must be present in order to motivate students to return to the ACE program on a consistent basis. Students must have a voice in activities and feel respected in their choices while learning. Site coordinators will monitor attendance and attendance patterns to identify barriers to participation that can be accommodated. The parent engagement specialist will work with the site coordinators in communicating with parents about a student's attendance in the ACE program. When a child or family decides to withdraw a student from participation in the ACE program, or when a lack of family support in securing student attendance is obvious, the space in the program will be given to another student on the waiting list or recruited to fill this spot. Incentive activities will be scheduled to entice students to the program and motivate them to stay. Incentive, enrichment programs include photography, floral design, robotics, horticulture, construction science, fitness and technology. It is important to note that each center will be different in their activities based on the needs and desires of students. Academic support will take many different forms and enrichment activities will recognize and celebrate the strengths and talents of the individual students in the program. It is projected that the more involved the parent is with the program, the better the attendance will be for the student. The family engagement specialist will work diligently to provide a variety of parental activities that include everything from skills building, literacy attainment, nutrition and cooking classes, coupon clipping, and resume writing.

CENTER 2	Monday	Tuesday	Wednesday	Thursday
3:45 - 4:00 PM	SNACK	SNACK	SNACK	SNACK
4:00 PM - 5:00 PM	Homework or Tutorials	Homework or Tutorials	Homework or Tutorials	Homework or Tutorials
5:00 PM - 6:00 PM	Enrichment activities - Chess, Book Club, Zumba, Dance	Enrichment Activities - Driver's Ed, Choir, Cheerleading, SLAM	Enrichment Activities - Martial Arts, CAN Class, SAT Prep,	Enrichment Activities - Horticulture, Driver's Ed, Sewing, Robotics

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Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities will be offered at each center three hours each day, Monday – Thursday for a minimum of 12 hours per week for 29 weeks during the school year, and for four hours each day, Monday – Thursday for 16 hours per week for 6 weeks during the summer. Nutritious snacks will be provided. Activities will be based on the core 21<sup>st</sup> CCLC component areas and the campus needs assessments. A leveraging of resources with community partners will assist in providing a high quality program. All activities will be in 45-60 minute blocks of time. Both centers will include a morning and afternoon session. The morning sessions will be held in the school libraries and consist solely of homework assistance and scheduled small group tutorials. The adult to student ratio will be maintained through the use of ACE staff and volunteers. Senior volunteers will be especially utilized during this time frame.

Afterschool sessions will include a snack, academic support (homework assistance, small group tutorials, computer based tutorials, project based learning etc), enrichment activities (such as Driver's Ed, JR High Make-up and Hair Design, Robotics, Photography, HOPS Sports, Cooking, Crafts, Floral Design, Cheerleading/Dance, SAT Prep, Career Days, College Info – Assistance, Financial Literacy, Reading Club, Horticulture, Construction Science, Art, Choir, , Martial arts etc.). Other afternoon sessions will include prevention programs, character education, theatre, games, and fitness. Staffing will consist of ACE instructors, volunteers and contracted vendors for specialized programs.

Summer programs will be themed based and will incorporate the integration of knowledge from multiple disciplinary content areas into fun, engaging, motivating activities. Program themes will change weekly. Literacy will be included. Character education and enrichment programs will also be integrated. An example of a secondary themed week might be the inclusion of character education and academic skills revolving around a basketball clinic where vocabulary, math, statistics, and moral lessons are interspaced with physical skill stations. Another example of a summer themed program revolves around the development of SPAM poetry and theatre presentations. Summer programs are from 8 AM – noon including a meal and bus transportation. Staffing during the summer will include college students.

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD safety policies and procedures will be in effect for the afterschool program. The safety of students is the highest concern of all ACE staff members. Students will sign in to the program when they arrive and will be signed out when they leave. Bus students will be logged onto the bus for transportation to their home. Other students will be required to be signed out by a parent or authorized adult. Students will only be released to responsible adults that are authorized on enrollment agreements. ID must be shown on request. High school students may have their parents opt to allow the student to self sign out of program activities. Parents may also designate an older sibling to sign out a younger student. Older students may only be authorized to sign out and pick up immediate family members (sibling, step sibling, foster sibling – no cousins, neighbors, friends etc). parents will complete a registration form that includes authorized pick up individuals and emergency contact phone numbers, emails, and addresses.

Elementary students will be escorted to a central location for ACE sign in. JR High and High School students will transition to the sign in area on their own. Students will be accounted for at each transition point for changing activities. No student is allowed in unauthorized areas of the building or allowed to be in the building without participating in program activities. Entrances to the building will be locked after school staff leave and one designated entrance will be available and monitored for student pick up. Staff members are required to wear picture identification and visitors will sign in, be given a badge, and monitored while on the premises. All staff members will have radios or cell phones for communication. Each center will follow the districts fire and emergency crisis plans. Emergency drills will take place periodically during the course of the year. The plans will be supplied to the project director and site coordinators. Training for staff will take place on these procedures. All staff will have access to electronic copies. Each site will maintain a first aid kit and staff will be trained in first aid. Site coordinators and a minimum of one additional staff member will be certified in CPR and First Aid.

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County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD plans to align all ACE activities with the school day curriculum and state standards in order to expose students to meaningful academic content and support. All activities will be data driven. The three required forms of data to be reviewed and used in developing activities include: campus level data, student level data and student voice/choice. **Campus Data** includes reports such as the Texas Academic Performance Reports (TAPR), School Report Card, Campus Improvement Plan, Campus Disciplinary Report, Attendance Reports, and Graduation Reports. These reports will enable activities to be focused on specific subject areas for activities. **Student Level Data** will be integrated into the process through collaborative efforts with the school day teachers and administrators and the use of benchmark assessment results to identify each student's academic needs. Additional information on disciplinary referrals and attendance is also helpful. This data identifies what specific skills students are struggling to master academically, what potentially disruptive behaviors are most frequently being exhibited, and any possible explanations for low attendance. This data is necessary so that activities do not fail to be targeted enough to actually make a significant impact. **Student Voice/Choice** is important so that students (especially secondary students) develop a level of autonomy and that activities meet not only their needs but their desires as well. Crockett ISD will determine which activities students are most likely to attend through focus groups and youth interest surveys.

After a review of data, academic activities will be planned that are intentional and aligned with the school day curriculum and state standards. Engaging and innovative lessons focused on skills students have not mastered and that contain SMART objectives will be developed. Attainment will be measured through curriculum embedded assessments, benchmarks, and informal assessments such as projects and journals. Student discipline reports will be the underlying data that assist in planning and developing behavioral interventions. Many skills will need to be taught in an explicit manner and using the evidenced based, best practices noted in the Raising Healthy Children/Guiding Good Choices (RHC) curriculum and within the CHAMPS PBIS framework that has been adopted by the school district.

One of the foundational concepts of the of the RHC curriculum is that in order for students to excel and SOAR they must be taught skills, given opportunities to use those skills in a meaningful way, and then recognized for their efforts. The Crockett ISD ACE program will outline a process where academic and enrichment skills are taught and opportunities will be given for those skills to be practiced in a safe environment using innovative and experiential strategies to build confidence and competence.

All activities will be planned and designed using the same principles. The Blueprints manual provided by TEA ACE programs provide templates for action plans and lesson plans. These templates will be used to give structure to the Crockett ISD Ace program and to ensure that all activities are aligned with school day curriculum and state standards, are based on data, meet the needs of students, and adhere to the desired student and campus outcomes.

**For TEA Use Only**

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By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 4b: Activity Planning, Meeting Student Needs.** Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD will ensure that instruction is adaptable to the academic and developmental needs of students, particularly through individual or small group instruction, especially focusing on those students who are at risk of academic failure or dropping out of school by continuously reviewing data and making improvements and revisions when needed. In addition, during the planning and implementing of activities based on the goals of increasing academic support, enrichment opportunities, college and workforce readiness skills, and family engagement, Crockett ISD will tailor activities based on the needs assessments and student voice.

For activities to be successful in meeting their intended outcomes, a reasonable student to adult ratio must exist. Crockett ISD intends to serve at least 125 youth at each center. The goal for adult to student ratio varies in the Crockett ISD plan according to the topic and strategies used. For instance, tutoring has a goal of no more than ten students to any one adult. However, some students have a higher degree of risk for academic failure or dropping out of school. These students, once identified, are better served at a small ratio of one adult to every four-six students.

Enrichment activities that are hands on and experiential are likely to have a ratio of 1 adult to every 15 students, while a team sports activity might be sufficiently supervised at the maximum of 1 adult to 20 youth.

Examples of student activities that might be chosen on interest surveys would include: cooking classes, money management, babysitting certification, driver's education, fitness, theatre, choir, book club, chess club, SLAM poetry, dance, cheerleading, rock climbing, and canoeing etc.

Activities will be based on different learning styles and individualized instruction according to student needs. The use of technology allows for students to work at their own pace and with a tailored set of objectives that assist in gaining mastery of skills needed for academic success. At all times, student voice will be included in the planning and implementation of activities.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist.** Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A full time bilingual (preferred) Family Engagement Specialist (FES) will oversee all family engagement activities at the centers. The FES will strengthen existing partnerships with parents and foster new relationships. Collaboration with the school and partnering agencies will allow the FES to focus on supporting families who are most in need. This person must be able to communicate both orally and in writing. They must be able to work a non traditional schedule and travel to places where parents congregate. Research supports the fact that parents need to interact with schools outside of the school day to become fully engaged in the educational process. This individual will be responsible for collaborating with district personnel in the development of a Family Resource Handbook. The FES will conduct parental surveys and communicate areas of improvement needed regarding interaction with parents to program staff. The FES will advocate for students and families and work closely with other agencies that provide parental support.

A family resource center will be developed in the library on each participating campus. In addition, community areas will be sought out (housing projects etc) to place resource materials for parents as well. The FES will facilitate the design, delivery and implementation of multiple parenting activities that will support bonding with their student, bonding with the school, advancing their personal capacity, increasing literacy skills, increasing financial literacy skills, promoting vocational assistance, accessing community resources and assistance, and increase the health and fitness of their families. The FES will be responsible for implementing parenting skills based classes, specifically the evidenced based Guiding Good Choices.

The FES will collect data and work closely with the site coordinators and the evaluator concerning parenting participation and effectiveness of parenting activities.

**TEA Program Requirement 5b: Family Engagement, Program Coordination.** Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will work collaboratively with the Program director and the site coordinators to recruit participant families to become more involved in program activities. The FES in collaboration with the project director, will develop the Action/Work plan described above concerning parenting engagement goals and objectives. It is worth noting that the more involved parents are in their child's education and ACE activities the higher the probability that students will see that the parent values education and their child's potential academic achievement. The more involved the parent is, the more likely the child will be motivated to participate fully as well.

To gain the trust of parents the FES will work at building relationships with the parents. The FES will support the Site coordinators in communicating with parents concerning attendance and behaviors of students at the ACE program. The FES will support the site coordinator by arranging parent and community activities that celebrate the successes of students. An example of this is the Meet the Author program. Elementary students will engage in academic skill obtainment by writing their own 'book' and illustrating it. Two copies of the book will be produced in a hardbound cover. Students can work collaboratively on a book or individually. The FES will then support the culmination of this event by staging a meet the author night in the school library. A reception will be provided (donated) and the community and parents will will receive invitations. At the event each child will be introduced and able to present a short talk on their book. One copy of the book will be presented to the child's parent and the other will be logged into the library system and placed on a shelf in the library for "local authors" where other students can check the book out.

Celebrating the talents of children is a basic premise for increasing parental engagement and bonding with the school.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 113-901

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will be responsible for maintaining and building relationships with families. Family activities will take place in a variety of venues. Some activities will take place on school campuses, others will occur at housing project community rooms, faith based family centers, or other public places. A variety of places will be chosen, depending on the activity, so that the needs of all parents will be met and that participation is not limited. Adult literacy classes will occur on a regular basis. Parents will have the opportunity to choose whether to participate in small group face to face instruction, or through technology based instruction. Workforce solutions will offer assistance in resume writing and interviewing skills at both their local offices and in the school. Family Fit Nights will occur in one of the campus gyms on a regular basis where students and families can enjoy learning and playing together in an effort to keep fit. Examples of classes are dancing, Zumba, basketball, volleyball, shuffleboard etc. Parent workshops will be held at various locations and will include a multitude of topics in addition to the Guiding Good Choices curriculum. Cooking classes, and planning nutritious meals will be sponsored by the local grocery store. Financial literacy will be offered at least once each semester. Additional opportunities will exist through family engagement activities and partnering agencies for parents to receive GED, participate in online courses for learning English or Spanish, participate in certificate level training opportunities, and learn way to improve the quality of life at home.

Family sessions will be offered at times and places convenient for parents. Some activities will occur during the school day, while others will occur in the evening hours to accommodate working families. A popular time for parents with elementary age children is immediately after dropping the children off for school.

In order to engage parents in a meaningful way, small volunteer opportunities at the schools will be established that do not require a sustained commitment such as making copies, reading to children, or greeting people at school sponsored events.

Activities for family engagement will also include activities that involve the youth as well. Sessions such as family fitness, cooking, nutrition, family science nights, family game nights, money management, book readings, and motivational speakers.

Activities will be determined on based on participation. It is worth noting that engaging families allows for meaningful participation in their child's education and also enables linking more at-risk families to other social services that will allow their children to have the additional support to achieve positive outcomes.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 113-901		Amendment number (for amendments only):		
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 113-901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 113-901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 113-901

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 113-901

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 113-901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 113-901

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 113-901		Amendment number (for amendments only):
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <b>statewide</b> teacher training programs or <b>statewide</b> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
<b>Total Nonprofit Schools within Boundary</b>		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): <b>1</b>		
<b>Initial Phase Contact Methods</b>		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input checked="" type="checkbox"/> Other method (specify): Letter and follow up – Opt out letter attached
<b>Total Eligible Nonprofit Students within Boundary</b>		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>		
<b>Total Nonprofit Participants</b>		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 113-901

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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